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ABSTRACT

The employment of community college instructors on a part-time basis provides the opportunity for students to study under outstanding instructors whose primary employment may be in industry or in other postsecondary institutions and permits colleges to respond better to community needs with the financial resources available to them. Along with these benefits, however, have come a corresponding number of problems. Although legislation in 1972 attempted to delineate provisions of law concerning the employment of certificated personnel in community colleges, it left questions with respect to the employment of temporary and part-time personnel. Inappropriate or inconsistent language in existing law must be clarified. In addition, opinions differ concerning the proportional benefits which part-time instructors should receive, especially in areas of tenure, salary and fringe benefits, and participation in campus affairs. Appended is an analysis of data collected by surveying 69 California community colleges as to their employment of part-time faculty. Of the 52 districts responding, 43 employ more than half of their faculty on a part-time only basis. The average district estimate of the cost of providing pro-rata pay to part-time faculty is a 5.5 percent increase in budget expenditures for faculty salaries. (Author/NHM)

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Board of Governors of the
California Community Colleges
April 9-10, 1975

Item 8

Title: Part-Time Employment

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Summary

1. Employment of Community College instructors on a part-time basis has provided a number of benefits and a corresponding number of problems for students, part-time instructors, and the colleges at which they teach.

2. A review of the historical development of the law covering the employment of certificated personnel and a review of some of the benefits and problems associated with part-time teaching reveal why part-time employment has become a major issue in Community College education.

Recommended action

The Board should adopt a motion directing the Chancellor to introduce legislation to clarify inappropriate or inconsistent language in existing law as it pertains to part-time employment in the California Community Colleges.

JC 750 485

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Abstract

Employment of Community College instructors on a part-time basis has provided a number of benefits and a corresponding number of problems for students, part-time instructors, and the colleges at which they teach. The benefits include the opportunity for students to study under outstanding instructors whose primary employment may be in industry or in other postsecondary institutions and the opportunity for colleges to respond better to community needs with the financial resources available to them.

Problems associated with employment of part-time instructors stem from (1) confusion about the meaning of the law pertaining to part-time instructional personnel and (2) differing opinions concerning the proportional benefits which part-time instructors should receive as compared to the benefits received by full-time instructors.

Although legislation in 1972 attempted to delineate provisions of law concerning the employment of certificated personnel in K-12 and Community Colleges, it left questions with respect to the employment of temporary and part-time personnel. Legislation since 1972 has not clarified the matter, and there is an evident need to clarify inappropriate or inconsistent language in existing law.

Historical development

The employment of certificated personnel in elementary and secondary schools and Community Colleges is governed by Article 3.0 (commencing with Section 13251) of Chapter 2 of Division 10 of the Education Code. The many sections therein cover employment of probationary, permanent (in Community Colleges contract and permanent), temporary, substitute and part-time employees. One characteristic of many of the provisions is that no distinction is made between K-12 and Community Colleges. As will be seen, this leads to substantial confusion.

In 1971 legislation was enacted which provided substantial separation of treatment of certificated employees in the K-12 and Community College systems. Chapter 1654, Statutes of 1971 (SB 696, Podda) became operative in September of 1972. That chapter constituted a comprehensive body of law specifically governing the employment of certificated employees by the Community Colleges. The "Stull Bill," Chapter 361, Statutes of 1971, applying exclusively to the elementary and secondary certificated employees, was also enacted, and while the measures did not bring an end to the dual application of many sections within Article 3.0, Chapter 1654 established criteria to determine which sections of Article 3.0 were to apply thereafter to Community Colleges.

In general, the criteria state that existing provisions of law will be applied to Community Colleges in a manner consistent with the new law of SB 696. Under Chapter 1654, certificated personnel in Community Colleges obtain "regular" (permanent) employment after 2 years of "contract" (probationary) standing, while Chapter 361 made no changes in the 3 year probationary requirement for elementary and secondary personnel.

Prior to Chapter 1654, non-tenured employees were called "probationary," and tenured employees were called "permanent" employees. This is still true for K-12 employees. Moreover, under Chapter 1654 an employee rehired under a contract for a second year has a right to a hearing if not rehired for a third year, whereas the contract employee in the first year does not.

Even with the enactment of SB 696 however, there is no specific definition of the kinds of employees in the Community Colleges. The Code refers to three kinds of employees, (besides contract or regular employee) "temporary," "substitute" and "short term." Under Chapter 1654 they are all to be classifed as "temporary" employees.

While this term deals with the so-called "part time" employee, there is need for clarification of the various code provisions relating to "temporary" employees too. Not only should the pre 1972 sections pertaining to temporary and substitute employees that may apply to Community Colleges be determined, but also inconsistencies between sections that do apply should be resolved.

With respect to the "part time" employee, Section 13337.5 (which also authorizes districts to hire "temporary" employees under specified conditions) provides in pertinent part "notwithstanding any other provisions of the contrary, any person who is employed to teach adult or Community College classes for not more than 60% of the hours per week considered a full-time assignment for permanent employees having comparable duties shall be classified as a temporary employee, and shall not become a probationary employee under the provisions of Section 13446."

This section is generally regarded as the authority of Community College districts to hire part-time instructors without such employees obtaining any probationary or permanent standing. Section 13309 does provide a form of part-time tenure in which a teacher of classes for adults serves sufficient probationary time (three years) to become eligible for permanent classification, and such tenure is limited and equivalent to the average number of hours per week he has served. This section is, however, regarded as subject to the limitations in 13337.5.

Another section also provides that governing boards of school districts may employ persons in positions requiring certification qualifications on less than a full-time basis.

As was stated, SB 696 requires both substitute and short-term employees to be employed as "temporary" employees, and districts are required to employ all certificated employee as a contract, regular or temporary employee. A fourth employee is authorized under Section 13329. That section authorizes districts to employ a certificated employee to serve as an instructor in classes conducted under contract with public or private agencies, or other categorically funded programs or projects of indeterminate duration. Such persons may be employed for periods which are less than a full school year and may be terminated at the expiration of the contract or specially funded project without regard to other requirements of the code respecting the termination of contract or regular employees.

Benefits

Benefits of part-time employment should be analyzed for their impact on those most directly affected -- students. Perhaps the most important benefit to students is the opportunity to study under outstanding instructors whose primary employment may be in industry or in other postsecondary institutions. Typically, Community Colleges seek and select the best instructors available for part-time teaching. They make every effort to obtain experts for each subject area in which a part-time instructor is used. Thus, part-time instructors may include such persons as university professors, space scientists, industrial managers, private businessmen, and skilled craftsmen in a variety of fields.

In most cases these instructors spend many hours beyond those for which th[illegible] working with students through individual conferences, group s[illegible]iate field trips. They provide this ext[illegible]a service becaus[illegible]erest in the learning of individual students and as one means [illegible]ome general contribution to the communities being served by the college at which they teach. This specialized expertise and generous willingness to provide students with a variety of valuable educational experiences make the part-time instructor a valuable asset in providing the best education possible for those who attend Community Colleges.

In addition to benefits to students employment of part-time instructors enables Community Colleges to respond better to community needs with the financial resources available to them. For example, colleges are requested frequently to provide special programs for a short duration, or they are requested to provide additional sections of classes for a particular semester or quarter. The employment of full-time instructors in such cases may be impractical due to the nature of the teaching assignment. On the other hand, employing part-time instructors enables these institutions to meet the community need without entering into a possible long-range contract for services which may be no longer required after the immediate need is met. Thus, Community Colleges are able to be responsive while remaining fiscally sound.

Problems

Despite the benefits which the employment of instructors on a part-time basis provides, there are a number of problems which are usually associated with this practice.

Status of law. Two major concerns in the law are (1) a result of legislative action leading to confusion and (2) judicial conclusions about the status of part-time instructors. Chapter 1654 contained a new section (13446.40) defining "temporary" employees as any certificated employee serving over 75% of the days of the academic year without reference to a minimum number of hours.

That new definition of a "temporary" employee would have negated the limitation of the 60% rule of Section 13337.5. Therefore, legislation (AB 1779) was enacted in 1972 which repealed that definition and, further, for a two year period, expressly provided the authority of districts to hire temporary and substitute employees to be under Sections 13336 and 13337.5. The new section, however, was repealed by the language of AB 1779 in 1974.

As a result of the repeal, the authority of Community College districts to hire part-timers may be questionable. The Attorney General has concluded that Section 13337.5 is still operative and that districts may continue to hire temporary and part-time help.

Another question, still unanswered, is the significance of Section 13348.05. That section, a part of Chapter 1654, refers to a "part-time regular" employee or how such an employee obtains "regular" standing.

As was pointed out in the historical review, many provisions of the code on employment of temporary personnel applied to K-12 and Community Colleges. 1972 amendments to some of those sections have created substantial problems for Community College administrators as to whether the amended version applies to them. A good example of this is SB 368 (Chapter 279, Statutes 1973). Bearing in mind that Chapter 1654 established a two-year probationary period for Community Colleges as opposed to the three-year period for K-12, SB 368 required districts to hire for a second year, a substitute or temporary, who had served over 75% of the days of the employee's first year of service. If a vacancy occurs for which such employee is certified, the district must rehire such employee, classify him as a "probationary" employee, and his first year of service as a substitute must be credited as a "probationary" year of service. The bill was intended for K-12 districts and causes no problems in a three-year probationary system.

For Community Colleges, however, such a rule would give temporary and substitute employees greater rights than contract employees of the first year. While the Attorney General concluded that SB 368 does not apply to Community Colleges, some districts are advised by their counsels to assume that it does.

Other sections, dealing with temporary and substitute employees, cause similar confusion as to the applicability to Community Colleges. A recent California Supreme Court case (Balen v. Peralta Junior College District, 11 C 3d821 June 1974) has suggested that the 60% rule of Section 13337.5 (no probationary status if service is 60% or less of hours per week of normal assignment) may not have that effect where the district has a continued practice of firing and rehiring, that might develop an expectation of reemployment. The case is not squarely in point, however, as the plaintiff had rendered service prior to the enactment of the 60% rule and the court considered that prior service material in determining his status.

Tenure

One of the main points of contention in the arena of part-time employment is the right to "tenure," or those vested rights and privileges enjoyed by full-time employees.

A full-time certificated employee is hired for a trial period under a contract for one year. This person is a "contract" employee for the first year and is the same as a "probationary employee" in the K-12 system. This employee has no right to a hearing if the district decides not to hire the employee for a second year.

If the district hires the employee for a second year, he is a "contract employee" of the second year and is entitled to a "hearing" if the district fails to rehire this person for a third year. If the employee is rehired for a third year, this person becomes a "regular" employee (same as K-12 permanent employee) and may not be dismissed other than for cause as set forth in Education Code Section 13403 or under layoff provisions of 13447.

The "hearing" to which the second-year "contract" employee is entitled is to determine if the district has cause not to rehire the employee and the "cause shall relate solely to the welfare of the school and the pupils thereof and provided that cause shall include termination of services for the reasons specified in Section 13447." Thus, one "privilege" enjoyed by the contract employee of the second year is the right to a hearing to establish cause for failure to rehire.

Under Section 13447, regular and contract employees may be laid off only if: in any school year the average daily attendance in all of the schools of a district for the first six months in which school is in session has declined below the corresponding period of either of the previous two school years, or whenever a particular kind of service is to be reduced or discontinued not later than the beginning of the following school year, when in the opinion of the governing board it is necessary by reason of either of such conditions to decrease the number of permanent employees in the district. The governing board may terminate of not more than a corresponding percentage of its certificated employees, permanent as well as probationary, at the close of the school year. The services of the permanent employee may not be terminated while any probationary employee, or any other employee with less seniority, is retained to render a service which permanent employee is certificated and competent to render. Present law does not give any such limit to termination of part-time employees. (See Section 13445 and 13446.)

Regular employees have a right to rehire within 39 months of layoff under specified conditions, and contract employees may be considered as not having a break in service where there is a layoff and rehire within 39 months. Under present law, substitute and temporary employees can be dismissed at the pleasure of the board, Section 13445 and 13446. Contract and regular employees may be dismissed only for reasons set forth in Section 13407. Although under the provisions of SB 696, evaluation is required of contract and regular employees, none is expressly required of temporary or part-time employees.

Those favoring tenure for part-time instructors argue that part-time instructors deserve the same measure of job security as full-time instructors. Of particular concern is the problem of termination of employment without a hearing. In some instances, part-time instructors are merely notified that they are not scheduled to teach for the next quarter or semester and are not informed when they might be employed again. The proponents of tenure also argue that this uncertainty concerning how long part-time instructors may be allowed to teach in the Community College district has an adverse effect upon their teaching effectiveness.

Those opposing part-time tenure point out that it is impractical because it removes the needed flexibility which Community Colleges must maintain if they are to meet adequately the various community requests for a variety of educational programs. Community Colleges must be able to discontinue courses and programs no longer in demand and must be able to offer these on a pilot basis to determine whether a sustained interest in them exists or whether they must be discontinued. Not wishing to provide tenure for part-time instructors does not necessarily mean that an institution wishes to exploit its part-time instructors. It may merely mean that a college does not wish to lose the flexibility to act expeditiously when needs arise or when previous needs no longer exist.

Salaries and fringe benefits

Some persons have charged that in general the rate of pay for part-time instructors is not commensurate to the service which these instructors provide and does not adequately compensate for teacher preparation time, time spent in conferences with students, as well as the actual time spent in the classroom. In addition, very few if any fringe benefits are provided -- certainly not in any proportional way to what full-time instructors receive.

Those defending the present system argue that the pay and fringe benefits do constitute fair remuneration for the services which Community Colleges contract with part-time instructors to perform. In general, part-time faculty members are not required to perform all of the tasks required of full-time faculty members. For example, they are not expected to serve on various campus committees nor are they expected to perform community services to the same extent as full-time faculty members. Therefore, it may be unrealistic to expect part-time faculty members to receive salary and fringe benefits on a proportional basis to those received by full-time faculty.

Participation in campus affairs

Participation in campus affairs has become a major concern of part-time faculty. On many campuses, part-time faculty members cannot vote on policy matters of institutional import. This right is reserved for full-time faculty only. In some instances they have very little impact on matters within their own instructional departments. Even in such areas as textbook selection, course content and curriculum development, their impact is many times almost negligible.

Many part-time faculty members feel that this situation must change if they are to be truly effective in carrying out their teaching responsibility. This position is receiving support from an increasing number of full-time faculty members as reflected through the policy positions of various faculty organizations.

Those who have not been inclined to grant part-time faculty the right to vote on matters of substance argue that the reason for their resistance is not based on the relative value of part-time instructors to the instructional program of the institution, but rather on the temporary status of most part-time instructors who have been at colleges for a number of years. Many part-time employees are transient. They may leave at the end of any quarter or semester and may never return. It may not be wise for them to make decisions on matters of substance which would be binding on those persons most likely to remain at the institution over a considerably longer period of time. Since full-time instructors do compose the more permanent group, it should be they who among the faculty make decisions regarding the direction in which the institution should move.

Survey data

The Analytical Studies Unit of the Chancellor's Office has done preliminary analysis (Appendix A) of data collected by Mr. Don Ross (Chairman-Elect, Community College Section, California School Boards Association) concerning employment of part-time faculty in California Community Colleges. At present, 52 of the 69 Community College districts contacted have returned questionnaires used in the survey. A preliminary analysis of the returned data reveal that (a) only 9 of the districts employ less than 50% of their faculty on a part-time only basis and (b) the average district estimate of the cost of providing pro rata pay to part-time faculty is a 5.5% increase in budget expenditures for faculty salaries. A detailed indication of the findings is provided in the appendix section.

Although the survey results may not have direct relationship to recommendations for any Board action, these data do provide important information for a general understanding of part-time employment.

Board position and possible action

Staff recommends that inasmuch as some problems associated with part-time employment are due essentially to inappropriate language of the law which defines it, the Board should seek clarification of existing law.

APPENDIX A

PRELIMINARY ANALYSIS OF PART-TIME FACULTY EMPLOYMENT CALIFORNIA COMMUNITY COLLEGES

This brief preliminary analysis was conducted by the Analytical Studies Unit of the Chancellor's Office. Data on faculty use are derived from a survey being conducted by Mr. Don Ross for the California Community College Trustees (CCCT) of the California School Boards Association (See survey instrument in Attachment A). Other data, describing district characteristics, are derived from Chancellor's Office sources. (See specification for all variables in Attachement B.)

At the time this analysis was prepared, 52 of 69 districts had responded to the CCCT survey. Several large, urban districts are among the 17 not yet reporting. Relationships identified in this preliminary analysis suggest that exclusion of the seventeen districts may introduce some understatement about the use of certain part-time faculty. The analysis will be reworked when additional responses are received to correct this problem and to further identify and isolate in greater detail those factors important in describing the use of part-time faculty.

USE

Descriptions of use of part-time faculty by Community College districts may be developed in terms of (a) individuals, (b) positions, or (c) full-time-equivalents. Preliminary returns from the 52 districts indicate that an estimated 23,600 faculty are teaching in 27,800 positions. This is because more than 4,000 faculty teach both full time and part time. Put differently: of the more than 9,300 regular full time faculty estimated to be employed in the 52 districts, nearly 4,200 or 45 percent, also teach part time for extra pay (see Table 1).

Of individual faculty members,

22% teach only full time
61% teach only part time
17% teach both full time and part time.

Only about 9 of the districts surveyed employ less than 50 percent of their faculty on a part-time only basis. Two-thirds of the districts fall between 50 percent and 72 percent. The remaining nine districts exceed 72 percent in their use of part time only faculty.

Two-thirds of faculty positions are filled on a part-time basis, while one-third of faculty positions are filled on a full-time basis. Consequently, in terms of full time equivalent staff (FTE), it is likely that the overall ratio of part-time FTE faculty to total FTE faculty is less than 50 percent.

Assume the position data are converted to FTE where one regular FTF handles 15 teaching units. For the part time FTE to total FTE ratio to be 50 percent would assume an average load for each part-timer to be 7.5 units, something between two and three courses. Likewise, if each part timer handles

6 units on average, part-time FTE ratio would be 44%
5 units 40%
4 units 35%

In general, variation in use of part-time individuals from district to district might be expected to be a function of district location, student characteristics, growth patterns and, perhaps, financial situation. Correlations in Table 2 and regression results shown in Table 3 indicate that use of part-time individuals is higher where (a) one-year enrollment growth is higher, particularly in evening and part-time students,
(b) evening student ratio is higher,
(c) districts are older (an unexpected result),
and moderately related also to
(d) low district wealth (in AV per ADA), and
(e) urban location.

Notably, variation in use of part-timers is apparently unrelated statistically to long-term (five year) growth, extent of "outreach" centers, part-time student ratio, and local unemployment conditions.

BUDGETS

Of estimated 1974-75 faculty salary expenditures, 22 percent are paid to part-timers while the remaining 78 percent are paid to full-timers (see Table 4). The part-time faculty salary expenditure is just over 12 percent of budgeted current expense of education, though this varies significantly from district to district. The share of faculty salary expenditures paid to part-timers appears to be higher where,

(a) average college size is larger,
(b) part-time student and faculty ratios are higher,
(c) districts are located in an urban setting with extensive out-reach centers, and
(d) district wealth is lower.

The part-time share of faculty salaries does not appear to significantly influence differences in revenue base per ADA among districts; other factors are more important. However, the revenue base per ADA is inversely and significantly related to the ratio describing use of part-time individuals. Thus, their use does appear important in constraining expenditures.

Adoption of pro rata salary payment for evening part-timers would add an estimated 5.5 percent, or $65 per ADA to average district budget expenditures. (CCCT survey assumes a 30 hour week for full time instructors.) Variations in these estimates among districts are extreme, however. For example, 9 districts reported estimates that exceeded a 23 percent add-on. As expected, the increases are estimated to be highest in those districts where the share of total faculty salaries allocated to part-timers is highest.

SOURCES

Part-time faculty may be described in terms of their other activities (see Table 5). In order to use, districts surveyed rely upon (1) employed non-teachers, (2) full-time faculty, (3) K-12 teachers, (4) part or unemployed, (5) day-time part timers, and (6) faculty from other postsecondary institutions.

Employed non-teachers constitute nearly one-third of all part-time faculty. Variation in their use from district to district appears difficult to explain (see Table 6). None of the independent variables examined are significantly related ratio of use (at the .05 level). However, districts' age, recent one-year growth, and district wealth seem to be more important predictors of employed non-teacher use than are other variables. Use also appears directly related to (a) long-term growth in ungraded enrollment and (b) inversely related to use of day part-timers.

The next most important source of part-time teachers is faculty who teach full time during the day and teach part time in the evening for extra pay. Of the 18,500 part-time faculty, 4,200 are also full-time faculty. As noted, this means that some 45 percent of full-time faculty also teach part time. Efforts to explain interdistrict variation in use of regular faculty are not significant (see Table 6). However, such use does appear to be inversely related to total long-term growth; i.e., the use of regular faculty in part-time positions is high where a district's five-year enrollment growth has been low. Use is also high where total part-time faculty use is low. Finally, the part-time student ratio is moderately related to use of regular faculty, but not in the expected direction.

Use of K-12 teachers, nearly 18 percent of part-time evening faculty, is highest in rural districts with (a) small-sized colleges, (b) higher than average revenue bases, and (c) who've experienced high one-year enrollment increases. K-12 teacher use is also high where relative use of day part-timers is low.

Use of day part-timers, then, is high where use of K-12 teachers is low and particularly in young districts. Day part-timers are more often used in large urban districts with extensive out-reach centers and where long-term growth in defined adults has been significant.

Table I

USE OF PART-TIME FACULTY

	(Average per District) People N	People Ratio	Positions N	Positions Ratio
Day				
Full-time only	94	.207	174	.326
Part-time	38	.084	38	.071
Evening				
Full-time	5	.011	5	.009
Part-time				
Regular Faculty	80*	.176	80	.176
Elsewhere Employed				
Industry/Profess.	111	.255	111	.208
K-12	51	.135	51	.096
Other PSE	12	.026	12	.022
Other	63	.139	63	.118
Totals	454		534	
Full-time	99	.218	179	.335
Part-time	275	.606	355	.665
Both	80	.176	-	-
Day	132	.291	212	.397
Evening	242	.533	322	.603
Both	80	.76		

*Also teach full time during the day.
SOURCE: CCCT Survey, 1975 (52 of 69 districts responding).

CORRELATION COEFFICIENTS

VARIABLE DESCRIPTION	NAME	D1	D3	R03	D4	D6	B1	B2	R09	R10	R11
AGE OF DISTRICT	D1	1.000	-0.030	0.151	-0.021	-0.126	0.007	-0.133	0.157	0.007	0.179
OFF CAMPUS CENTERS	D3	-0.030	1.000	0.752***	-0.337**	-0.001	-0.187	-0.282*	0.304*	0.134	-0.051
CENTERS CAMPUS RATIO	R03	0.151	0.752***	1.000	-0.236	-0.019	-0.206	-0.283*	0.329**	0.103	-0.028
GEOGRAPHIC SETTING	D4	-0.021	-0.337**	-0.236	1.000	0.228	0.219	0.223	-0.338**	-0.140	0.125
UNEMPLOYMENT RATE	D6	-0.126	-0.001	-0.019	0.228	1.000	0.007	0.074	-0.148	0.137	-0.057
AV PER ADA	B1	0.007	-0.187	-0.206	0.219	0.007	1.000	0.723***	-0.249*	-0.079	-0.098
REV BASE PER ADA	B2	-0.133	-0.282*	-0.283*	0.223	0.074	0.723***	1.000	-0.298*	-0.111	-0.120
PART TIME SALARY SHARE	R09	0.157	0.304*	0.329**	-0.338**	-0.148	-0.249*	-0.298*	1.000	0.262*	0.426**
PART TIME SALARY RATIO	R10	0.007	0.134	0.103	-0.140	0.137	-0.079	-0.111	0.262*	1.000	0.261
PRORATA ADDS RATIO	R11	0.179	-0.051	-0.028	0.125	-0.057	-0.098	-0.120	0.426**	0.261	1.000
AVE CAMPUS SIZE	R12	0.113	0.500***	0.721***	-0.566***	-0.229	-0.298*	-0.376**	0.393***	0.142	0.029
PART TIME STD RATIO	R13	-0.171	0.495***	0.477***	-0.220	0.046	0.052	-0.089	0.358**	0.103	0.229
UNGRADED STUDENT RATIO	R14	0.161	0.525***	0.588***	0.053	-0.000	0.213	0.021	0.159	-0.007	0.110
EVENING STUDENT RATIO	R15	0.116	0.001	0.067	0.331**	0.357**	0.167	0.149	-0.034	-0.008	-0.030
D4 STUDENT RATIO	R16	-0.150	0.341**	0.307*	0.030	0.152	0.314**	0.167	0.082	-0.002	-0.156
D4 STUDENT RATIO	R16	-0.150	0.341**	0.307*	0.030	0.152	0.314**	0.167	0.082	-0.002	-0.186
TOTAL GROWTH 1 YR	R17	-0.387**	-0.131	-0.240*	0.258*	0.214	0.181	0.289*	0.026	-0.028	-0.100
TOTAL GROWTH 5 YRS	R18	-0.261*	0.109	0.266*	0.035	0.026	-0.154	0.065	0.164	-0.032	0.108
PART TIME GROWTH 1 YR	R19	-0.394***	-0.108	-0.203	0.228	0.204	0.213	0.246*	-0.075	0.100	-0.115
PART TIME GROWTH 5 YRS	R20	-0.173	0.208	0.454***	-0.015	0.044	-0.086	-0.008	0.124	-0.039	0.082
EVENING GROWTH 1 YR	R21	-0.292*	-0.214	-0.228	0.271*	0.222	0.321**	0.381**	-0.261*	-0.193	-0.297*
EVENING GROWTH 5 YRS	R22	-0.114	0.168	0.409***	0.045	0.086	-0.065	-0.051	0.082	-0.094	0.019
UNGRADED GROWTH 5YRS	R23	0.032	-0.060	0.014	0.045	-0.003	-0.112	-0.067	-0.002	-0.063	-0.006
D4 GROWTH 5YRS	R24	-0.227	0.224	0.446***	-0.046	0.008	-0.041	-0.016	0.086	-0.105	-0.048
PART TIME INDIVIDUAL RAT	R25	0.066	-0.173	-0.213	0.041	0.095	-0.034	-0.110	0.381**	0.070	0.255
NONTEACHER PART TIME RAT	R26	0.116	-0.282*	-0.266	0.031	-0.115	-0.127	0.010	0.024	-0.232	-0.035
REG FACULTY PART TIME RA	R27	0.031	-0.000	0.002	0.238	0.033	0.133	0.232	-0.286*	-0.039	-0.255
PSE PART TIME	R28	0.044	-0.041	0.022	-0.350*	-0.178	-0.076	-0.044	0.272	0.078	-0.006
K12 PART TIME	R29	0.075	-0.223	-0.198	0.451***	0.048	0.244	0.349*	-0.072	-0.194	0.311*
DAY PART TIME RATIO	R30	-0.207	0.317*	0.322*	-0.300*	-0.011	-0.063	-0.116	0.127	0.114	-0.189
PART TIME POSITION RATIO	R40	0.076	-0.164	-0.200	0.097	0.100	-0.012	-0.052	0.328*	0.077	0.207

ART TIME FACULTY STUDY

CORRELATION COEFFICIENTS

VARIABLE DESCRIPTION	NAME	R12	R13	R14	R15	R16	R16	R17	R18	R19	R20
AGE OF DISTRICT	D1	0.113	-0.171	0.161	0.116	-0.150	-0.150	-0.387**	-0.261*	-0.394***	-0.173
OFF CAMPUS CENTERS	D3	0.500***	0.495***	0.525***	0.001	0.341**	0.341**	-0.131	0.109	-0.108	0.208
CENTERS CAMPUS RATIO	R03	0.721***	0.477***	0.588***	0.067	0.307*	0.307*	-0.240*	0.266*	-0.203	0.454***
GEOGRAPHIC SETTING	D4	-0.566***	-0.220	0.053	0.331**	0.030	0.030	0.253*	0.035	0.228	-0.015
UNEMPLOYMENT RATE	D6	-0.229	0.046	-0.000	0.357**	0.152	0.152	0.214	0.066	0.204	0.044
AV PER ADA	B1	-0.298*	0.052	0.213	0.167	0.314**	0.314**	0.181	-0.154	0.213	-0.085
REV BASE PER ADA	B2	-0.376**	-0.089	0.021	0.149	0.167	0.167	0.289*	0.065	0.246*	-0.008
PART TIME SALARY SHARE	R09	0.393***	0.358**	0.159	-0.034	0.082	0.082	0.026	0.164	-0.075	0.124
PART TIME SALARY RATIO	R10	0.142	0.103	-0.007	-0.008	-0.002	-0.002	-0.028	-0.032	0.100	-0.030
PRORATA ADDS RATIO	R11	0.029	0.224	0.110	-0.030	-0.186	-0.186	-0.100	0.106	-0.115	0.092
AVE CAMPUS SIZE	R12	1.000	0.437***	0.232	-0.189	0.101	0.101	-0.299*	0.192	-0.229	0.377**
PART TIME STU RATIO	R13	0.437***	1.000	0.587***	0.222	0.737***	0.737***	0.105	0.137	0.141	0.214
UNGRADED STUDENT RATIO	R14	0.232	0.587***	1.000	0.171	0.579***	0.579***	-0.055	0.151	0.010	0.261*
EVENING STUDENT RATIO	R15	-0.189	0.222	0.171	1.000	0.420***	0.420***	0.133	-0.168	0.068	-0.116
DA STUDENT RATIO	R16	0.101	0.737***	0.579***	0.420***	1.000	1.000	0.228	-0.101	0.251*	-0.027
DA STUDENT RATIO	R16	0.101	0.737***	0.579***	0.420***	1.000	1.000	0.228	-0.101	0.251*	-0.027
TOTAL GROWTH 1 YR	R17	-0.299*	0.105	-0.055	0.133	0.228	0.228	1.000	0.396***	0.901***	0.293*
TOTAL GROWTH 5 YRS	R18	0.192	0.137	0.151	-0.168	-0.101	-0.101	0.396***	1.000	0.312**	0.891***
PART TIME GROWTH 1 YR	R19	-0.229	0.141	0.010	0.068	0.251*	0.251*	0.901***	0.312**	1.000	0.291*
PART TIME GROWTH 5 YRS	R20	0.377**	0.214	0.251*	-0.116	-0.027	-0.027	0.293*	0.891***	0.291*	1.000
EVENING GROWTH 1 YR	R21	-0.353**	-0.085	-0.127	0.392***	0.255*	0.255*	0.648***	0.134	0.649***	0.128
EVENING GROWTH 5 YRS	R22	0.305*	0.085	0.187	0.109	-0.059	-0.059	0.264*	0.690***	0.255*	0.879***
UNGRADED GROWTH SYRS	R23	-0.044	0.080	0.103	-0.093	0.028	0.028	0.220	0.324*	0.194	0.290*
DA GROWTH SYRS	R24	0.386**	0.222	0.276*	-0.105	0.082	0.082	0.296*	0.785***	0.318**	0.947***
PART TIME INDIVIDUAL RAT	R25	-0.245	-0.044	-0.017	0.234	-0.000	-0.000	0.511***	0.077	0.434**	-0.041
NONTEACHER PART TIME RAT	R26	-0.203	-0.187	-0.096	0.011	-0.196	-0.196	0.156	0.069	0.134	-0.047
FEG FACULTY PART TIME RA	R27	-0.114	-0.202	0.108	0.037	0.007	0.007	-0.004	-0.309*	-0.012	-0.227
PSE PART TIME	R28	0.117	0.033	0.003	-0.045	0.045	0.045	-0.057	-0.055	-0.145	-0.095
K12 PART TIME	R29	-0.384**	-0.141	0.110	0.249	-0.147	-0.147	0.321*	0.018	0.285*	0.007
DAY PART TIME RATIO	R30	0.307*	0.045	0.027	-0.267	0.003	0.003	-0.014	0.162	-0.023	0.200
PART TIME POSITION RATIO	R40	-0.263	-0.102	0.018	0.237	-0.003	-0.003	0.522***	0.003	0.436**	-0.096

CORRELATION COEFFICIENTS

VARIABLE DESCRIPTION	NAME	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
AGE OF DISTRICT	D1	-0.292*	-0.114	0.032	-0.227	0.066	0.116	0.031	0.044	0.075	-0.207
OFF CAMPUS CENTERS	D3	-0.214	0.168	-0.060	0.224	-0.173	-0.282*	-0.000	-0.041	-0.223	0.317*
CENTERS CAMPUS RATIO	R03	-0.228	0.409***	0.014	0.446***	-0.213	-0.266	0.002	0.022	-0.198	0.322*
GEOGRAPHIC SETTING	D4	0.271*	0.045	0.085	-0.046	0.041	0.031	0.238	-0.350*	0.451***	-0.300*
UNEMPLOYMENT RATE	D6	0.222	0.086	-0.003	0.008	0.095	-0.115	0.033	-0.178	0.048	-0.011
AV PER ADA	R1	0.321**	-0.085	-0.112	-0.041	-0.034	-0.127	0.133	-0.076	0.244	-0.063
REV BASE PER ADA	R2	0.381**	-0.061	-0.057	-0.016	-0.110	0.010	0.232	-0.044	0.349*	-0.116
PART TIME SALARY SHARE	R09	-0.261*	0.082	-0.002	0.086	0.381**	0.024	-0.266*	0.272	-0.072	0.127
PART TIME SALARY RATIO	R10	-0.193	-0.094	-0.083	-0.105	0.070	-0.232	-0.039	0.078	-0.194	0.114
PRORATA ADDS RATIO	R11	-0.267*	0.019	-0.006	-0.048	0.255	-0.035	-0.255	-0.006	0.311*	-0.189
AVE CAMPUS SIZE	R12	-0.353**	0.305*	-0.044	0.386**	-0.245	-0.203	-0.114	0.117	-0.384***	0.307*
PART TIME STD RATIO	R13	-0.085	0.085	0.080	0.222	-0.044	-0.187	-0.202	0.033	-0.141	0.045
UNGRADED STUDENT RATIO	R14	-0.127	0.187	0.103	0.276*	-0.017	-0.096	0.108	0.003	0.110	0.027
EVENING STUDENT RATIO	R15	0.392***	0.109	-0.093	-0.105	0.234	0.011	0.037	-0.045	0.249	-0.267
DA STUDENT RATIO	R16	0.265*	-0.059	0.026	0.082	-0.000	-0.196	0.007	0.045	-0.147	0.003
DA STUDENT RATIO	R16	0.265*	-0.059	0.028	0.082	-0.000	-0.196	0.007	0.045	-0.147	0.003
TOTAL GROWTH 1 YR	R17	0.645***	0.264*	0.220	0.296*	0.511***	0.186	-0.004	-0.057	0.321*	-0.014
TOTAL GROWTH 5 YRS	R18	0.134	0.690***	0.324*	0.785***	0.077	0.069	-0.309*	-0.055	0.018	0.162
PART TIME GROWTH 1 YR	R19	0.649***	0.255*	0.194	0.318**	0.434**	0.134	-0.012	-0.145	0.285*	-0.023
PART TIME GROWTH 5 YRS	R20	0.128	0.879***	0.260*	0.947***	-0.041	-0.047	-0.227	-0.095	0.007	0.200
EVENING GROWTH 1 YR	R21	1.000	0.264*	0.019	0.237	0.232	-0.086	-0.049	-0.077	0.102	0.185
EVENING GROWTH 5 YRS	R22	0.264*	1.000	0.117	0.933***	0.036	-0.080	-0.203	-0.093	0.042	0.225
UNGRADED GROWTH 5YRS	R23	0.019	0.117	1.000	0.200	0.035	0.350*	-0.027	-0.109	0.032	-0.259
DA GROWTH 5YRS	R24	0.237	0.933***	0.200	1.000	-0.049	-0.091	-0.229	-0.057	-0.066	0.279*
PART TIME INDIVIDUAL RAT	R25	0.232	0.036	0.035	-0.049	1.000	0.246	-0.277*	0.210	0.324*	-0.133
NONTEACHER PART TIME RAT	R26	-0.086	-0.080	0.350*	-0.091	0.246	1.000	0.079	0.089	0.253	-0.526***
REG FACULTY PART TIME RA	R27	-0.049	-0.203	-0.027	-0.229	-0.277*	0.079	1.000	-0.120	0.216	-0.156
PSE PART TIME	R28	-0.077	-0.093	-0.109	-0.057	0.210	0.089	-0.120	1.000	-0.046	0.096
K12 PART TIME	R29	0.102	0.042	0.032	-0.066	0.324*	0.253	0.216	-0.046	1.000	-0.487***
DAY PART TIME RATIO	R30	0.168	0.225	-0.259	0.279*	-0.133	-0.526***	-0.156	0.096	-0.487***	1.000
PART TIME POSITION RATIO	R40	0.216	-0.016	0.017	-0.112	0.955***	0.263	0.010	0.187	0.401**	-0.174

CORRELATION COEFFICIENTS

VARIABLE DESCRIPTION	NAME	R40
AGE OF DISTRICT	D1	0.076
OFF CAMPUS CENTERS	D3	-0.164
CENTERS CAMPUS RATIO	R03	-0.200
GEOGRAPHIC SETTING	D4	0.097
UNEMPLOYMENT RATE	D6	0.100
AV PER ADA	R1	-0.012
REV BASE PER ADA	R2	-0.052
PART TIME SALARY SHARE	R09	0.328•
PART-TIME SALARY RATIO	R10	0.077
PRORATA ADDS RATIO	R11	0.207
AVE CAMPUS SIZE	R12	-0.263
PART TIME STU RATIO	R13	-0.102
UNGRADED STUDENT RATIO	R14	0.018
EVENING STUDENT RATIO	R15	0.237
DA STUDENT RATIO	R16	-0.003
DA STUDENT RATIO	R16	-0.003
TOTAL GROWTH 1 YR	R17	0.522•••
TOTAL GROWTH 5 YRS	R18	0.003
PART TIME GROWTH 1 YR	R19	0.436••
PART TIME GROWTH 5 YRS	R20	-0.096
EVENING GROWTH 1 YR	R21	0.216
EVENING GROWTH 5 YRS	R22	-0.016
UNGRADED GROWTH 5YRS	R23	0.017
DA GROWTH 5YRS	R24	-0.112
PART TIME INDIVIDUAL RAT	R25	0.955•••
NONTEACHER PART TIME RAT	R26	0.263
REG FACULTY PART TIME RA	R27	0.010
PSE PART TIME	R28	0.187
K12 PART TIME	R29	0.401••
DAY PART TIME RATIO	R30	-0.174
PART TIME POSITION RATIO	R40	1.000

REGRESSION RESULTS FOR DEPENDENT VARIABLE R25 PART TIME INDIVIDUAL RAT

VARIABLE DESCRIPTION	NAME	COEFFICIENT	STD ERROR OF COEFFICIENT	STANDARDIZED COEFFICIENT	T-TEST	DF	SIGNIFICANCE	UNIQUE VARIANC
AGE OF DISTRICT	D1	0.0023	0.001	0.355	2.73**	43	.010	.100
TOTAL GROWTH 1 YR	R17	0.7916	0.166	0.651	4.76***	43	UNDER .001	.304
AVE CAMPUS SIZE	R12	-0.0000	0.000	-0.290	-1.33	43	.191	.024
GEOGRAPHIC SETTING	D4	-0.0368	0.024	-0.232	-1.55	43	.129	.032
UNEMPLOYMENT RATE	D6	-0.0004	0.003	-0.014	-0.11	43	OVER .500	.000
AV PER ADA	B1	-0.0000	0.000	-0.195	-1.54	43	.130	.032
PART TIME STD RATIO	R13	0.0657	0.225	0.043	0.29	43	OVER .500	.001
CENTERS CAMPUS RATIO	R03	-0.0001	0.001	-0.018	-0.09	43	OVER .500	.000
REGRESSION CONSTANT		-0.253						

MULTIPLE CORRELATION SQUARED = 0.424 F = 3.96 WITH 8 AND 43 DEGREES OF FREEDOM (P = .002)
MULTIPLE CORRELATION = 0.651
STANDARD DEVIATION OF RESIDUALS = 0.093

CORRELATION COEFFICIENTS

VARIABLE DESCRIPTION	NAME	D1	R17	R12	D4	D6	B1	R13	R03	R25
AGE OF DISTRICT	D1	1.000	-0.387	0.113	-0.021	-0.126	0.007	-0.171	0.151	0.066
TOTAL GROWTH 1 YR	R17	-0.387	1.000	-0.299	0.258	0.214	0.181	0.105	-0.240	0.511
AVE CAMPUS SIZE	R12	0.113	-0.299	1.000	-0.566	-0.229	-0.298	0.437	0.721	-0.245
GEOGRAPHIC SETTING	D4	-0.021	0.258	-0.566	1.000	0.228	0.219	-0.220	-0.236	0.041
UNEMPLOYMENT RATE	D6	-0.126	0.214	-0.229	0.228	1.000	0.007	0.046	-0.019	0.095
AV PER ADA	B1	0.007	0.181	-0.298	0.219	0.007	1.000	0.052	-0.206	-0.034
PART TIME STD RATIO	R13	-0.171	0.105	0.437	-0.220	0.046	0.052	1.000	0.477	-0.044
CENTERS CAMPUS RATIO	R03	0.151	-0.240	0.721	-0.236	-0.019	-0.206	0.477	1.000	-0.213
PART TIME INDIVIDUAL RAT	R25	0.066	0.511	-0.245	0.041	0.095	-0.034	-0.044	-0.213	1.000

MEANS AND STANDARD DEVIATIONS

VARIABLE DESCRIPTION	NAME	MEAN	SD	N
AGE OF DISTRICT	D1	31.043	17.562	69
TOTAL GROWTH 1 YR	R17	1.141	0.093	69
AVE CAMPUS SIZE	R12	11093.438	8245.617	68
GEOGRAPHIC SETTING	D4	2.232	0.710	69
UNEMPLOYMENT RATE	D6	9.555	4.401	69
AV PER ADA	B1	153281.438	97168.563	69
PART TIME STD RATIO	R13	0.692	0.073	69
CENTERS CAMPUS RATIO	R03	14.247	18.165	68
PART TIME INDIVIDUAL RAT	R25	0.601	0.113	52

Table 4

ESTIMATED 1974-75 EXPENDITURES

	(Average per District)
Regular Faculty Salaries	$4,405,749
Part-time Faculty Salaries	1,116,621
Current Expense of Education (CEE)	8,731,667
Estimated Increase in Cost if pro rata pay granted to evening hourly	419,298

SOURCES: CCAF-311 for 52 districts responding to CCCT Survey; CCCT Survey, 1975.

Table 5

SOURCES OF PART-TIME FACULTY POSITIONS

	N	(Average per District) Ratio	Ratio (Evening)
Day	38	.107	
Evening			
Regular Faculty	80	.225	.261
Elsewhere Employed			
Non-teachers	111	.313	.359
K-12	51	.144	.178
Other PSE	12	.034	.038
Other	63	.177	.164
Total	355		

SOURCE: CCCT Survey, 1975

Table 6

REGRESSION RESULTS, FACTORS RELATED TO SOURCES OF PART-TIME FACULTY

	Employed Non-Teachers	Regular Faculty	K-12	Day Part-Timers
R^2	.206	.123	.316	.295
(Significance)	(P = .228)	(P > .500)	(P = .027)	(P = .043)
			>Standarized Coefficients	
District Age	.245	-.055	.183	-.315*
1 year growth	.267	-.023	.288	.072
Average campus size	-.173	.035	-.209	.056
Location	-.085	.212	.281	-.292
Unemploy. Rate	-.163	.007	-.100	-.037
AV/ADA	-.246	.157	.087	.120
Part-time std. ratio	-.008	-.279	-.030	-.333*
Centers/Campus	-.184	.195	.091	.461*

*Significant at (P = .09) level.

SOURCES: Chancellor's office data; also see Table 3.

ATTACHMENT A
CCCT SURVEY

TO: Don Ross, Chairman-Elect
California Community College Trustees
Antelope Valley College
3041 West Avenue K
Lancaster, California 93534

FROM: _____ (Name) _____ (College)

SUBJECT: REPORT OF UTILIZATION OF OTHER THAN REGULAR CERTIFICATED PERSONNEL

A. EVENING DIVISION

1. Total number of persons teaching courses offered in the evening division: _____

2. Number of full-time instructors of the College teaching courses in the evening division on an extra pay basis: _____

3. Number of persons recruited from off-campus sources to teach courses offered in the evening division: _____

   a. Of this total, number who are full-time employees of an elementary or secondary school district: _____

   b. Of this total, number who are full-time employees of another college or university: _____

   c. Of this total, number who are employed full-time in an occupation or profession other than teaching: _____

B. REGULAR DAY DIVISION

1. Total number of persons teaching courses offered in the regular day program: _____

2. Number of full-time instructors teaching in the regular day program: _____

3. Number of part-time instructors teaching courses in the regular day program: _____

C. ESTIMATE OF ADDED COST OF PRO-RATA PAY

1. Estimated added cost of pro-rata pay for persons teaching courses offered in the evening division of our college: _____

(Please see next page)

Report of Utilization of Other Than Regular Certificated Personnel

A rough estimate of the added cost can be secured by the following process:

a. For the Fall 1974 semester, compute the average hourly rate of pay for all full-time instructors teaching in the day program. (1)

b. For the Fall 1974 semester, compute the average hourly rate of pay for all part-time instructors teaching in the extended day program.

c. Take the difference AND MULTIPLY THIS DIFFERENCE by the total number of class hours of instruction offered in the evening division during the Fall 1974 semester.

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(1) Assume a 30-hour week or a 6-hour day for full-time instructors.

UNIVERSITY OF CALIF.
LOS ANGELES
1975
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION